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ABSTRACT

This junior high teaching unit on careers related to music is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with career opportunities in fields related to music. (The unit is one of five in the series on careers in the fine arts and humanities cluster. For these and junior high units on other clusters, see CE 025 738-765.) (IRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS RELATED TO MUSIC

Fine Arts and Humanities Career Cluster

CONTENTS

	Page
FOREWORD	1
RATIONALE	1
GOALS AND PERFORMANCE OBJECTIVES	1
INSTRUCTIONAL STRATEGY	2
EVALUATION	2
SUGGESTED INSTRUCTIONAL MATERIALS	2
COMMUNITY RESOURCES	3
INSTRUCTIONAL ACTIVITIES	4
PRETEST AND POST TEST	11

Fine Arts and Humanities Career Cluster

CAREERS RELATED TO MUSIC

RATIONALE

Music is a language that transcends national and international boundaries, speaks in a thousand tongues, and reaches the hearts and minds of countless people. Most young people enjoy music. Students should be made aware that, although the competition is severe, there are many career opportunities in fields related to music.

GOALS

Pupils will:

-Gain an understanding of how music affects our lives.

-Become aware of careers related to interest and ability in music.

-Become aware of the skills necessary to pursue a career in the field of music.

-Become familiar with several different types of music.

-Become aware of the nature of the work and the life style involved with several types of music careers.

-Gain in appreciation of the great diversity of skills and talents that can be utilized in the musical field.

-Gain in understanding of the many career opportunities available in music in addition to those in performance.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

-Name and briefly describe at least five music careers.

-State, in writing or orally, specific opinions about several careers in music.

-Define and discuss music as they understand it in their lives.

-Name at least three skills or personal traits important for a career in the field of music.

-Name at least four categories of music.

-Present at least one in-depth description of a musical career.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Books:
- Career Choices for the Seventies, Arnold Arnold
- The Wonderful World of Music, Britten, Benjamin, and Holst, Imogen
- A Career in Music Education, Music Educators National Conference
- Careers in Music, Keyboard Publications, Inc., New Haven, CT. (A multi-media kit: two soundstrips, a stereo recording, 20 student books and a teacher's guide.)
- Careers in Music. "Spectrum of Music" series, Macmillan Publishing Co.
- Which Musical Instrument Shall I Play?, James Lincoln Collier
- All About the Symphony Orchestra and What It Plays, Dorothy Commins
- The Music Machine, Roger Karshner
- How to Form a Rock Group, Leslie Lieber
- This Is an Orchestra, Elsa Z. Posell
- The Heritage of Music, Katherine B. Shippen and Anca Seidlora
- The Symphony, Robert Simpson, (ed.)
- From These Come Music, Hope Stoddard

Films:
- MP New Sounds in Music
- MP Music: The Electronic Edge
- MP Pretty Lady and the Electronic Musician
- MP Opera: Man, Music and Drama

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:
- MP 656 Discovering the Music of Africa (4-12)
- MP 652 Music Experiences: Grand Canyon Suite (4-12)

MP 1496 What Does Classical Music Mean? Part I (5-12)
MP 974 What Does Classical Music Mean? Part II (5-12)
MP 3657 Music: Career or Hobby
MP 4574 Musician in the Family (5)
MP (new) The Sounds and Sights of San Francisco, Parts 1 and II (9-14)
MP (new) Janko the Music Maker (9-14)
MP 1471 Music: From Popular to Concert Stage (6-12)
MP 657 Discovering Electronic Music (5-12)
MP 1628 Opera with Henry Butler (An Introduction to the Performing Arts) (6-13)
MP 1428 Afro-American Music, Its Heritage (7-12)

COMMUNITY RESOURCES

Kern Philharmonic Concerts; free concerts for children on several Sundays; (Bakersfield)

Community Concerts; (Bakersfield)

Civic Light Opera; summer; (Bakersfield)

Starlight of Kern; summer; (Bakersfield)

Community Theatre; (Bakersfield)

Beale Park Sunday evening concerts; free-summer; (Bakersfield)

Ross Harrington; Music Consultant; Kern County Superintendent of Schools; (Bakersfield)

Special Dixieland Concerts and other musical events at Pioneer Village; (Bakersfield)

Ballets presented by local dance schools; (Kern County)

Concerts of popular music, rock, jazz, and country at Harvey Auditorium and Civic Auditorium; (Bakersfield)

"Saturday Adventurers"; (Bakersfield)

Musicians' Union; 325-1650; information on professional musicians; requirements of union, etc.; (Bakersfield)

Young Audiences; Box 9983; provides professional musicians as speakers; (Bakersfield)

Arts Council; P.O. Box 1244; Bakersfield, California 93302

Fine Arts and Humanities Career Cluster

CAREERS RELATED TO MUSIC

INSTRUCTIONAL ACTIVITIES

1. PRETEST

Take the written pretest at the end of the unit, to find out how much you already know about Careers in Music.

2. CAREERS IN MUSIC

Folk, jazz, rock, classical, opera, country, blues--turn the dial of your radio and count how many kinds of music you hear. As numerous and varied as they are, they represent only a few of the many kinds of music heard around the world.

In this country, as in many others, music is big business. Americans spend about $500 million a year on records and more than $600 million a year on musical instruments and sheet music. More than 42 million Americans are amateur musicians or are taking music lessons.

In spite of this interest in music, the number of people who earn a living by making music is small. There are about 210,000 musicians working in this country, but most of them are employed as music teachers. This is not surprising, since only about 30 of the 1,300 symphony orchestras in this country have budgets that allow them to employ musicians on a full-time basis. On the other hand, many schools and colleges offer full-time jobs for music teachers.

The demand for professional musicians has always been uncertain and will continue to be so. The field is always overcrowded, always highly competitive, yet there is always room for the truly outstanding musician.

Music, that is, the life of a professional performing musician, is a very hard field in which to earn a living. You should not choose music as a career because you expect to become wealthy at it; you should choose it because you cannot imagine yourself spending your life doing any other kind of work.

The field of music offers many different careers. Unfortunately, too many people think that they must be able to play an instrument fantastically well, or be able to sing like an opera star, in order to make a living through music. NOT TRUE! It is true that the competition is very severe for professional performing musicians, but there are many other career opportunities related to music.

Look at the list of "Careers in Music." Choose one that interests you and that you think you might like to learn more about. The resources of your school's Career Center, as well as books, films and filmstrips which your teacher can suggest, will provide you with information to answer the questions on the "Career Information Worksheet." Take notes on the worksheet, then ask yourself these questions about the career you have studied:

a. Is there an opportunity for me to make a living doing this if I want to?

b. Is this the type of job I would like to have?

c. Is this the type of job that would offer me a good living?

d. Is this the type of job that would offer me job satisfaction?

e. If I train myself for this career, what are the chances for job advancement? In other words, how will my chosen career affect my lifestyle ten years from now? Twenty years from now?

Share your feelings about musical careers and lifestyle in a small group or class discussion.

3. AUDITIONING: A KIND OF JOB INTERVIEW

Auditioning is an important part of a musician's career. It is a specific kind of job interview which involves demonstrating musical skills for a judge or group of judges. Many orchestras and music schools select applicants on the basis of auditions. Audition now for the career you have chosen; let a group of classmates or your entire class hear how much you have learned about this career. This is more than an oral report--you begin with a presentation, then answer questions from the judges. To make your audition more effective, include a demonstration of musical or other skills, or some visual aids or a recording.

CAREERS IN MUSIC

Conducting Careers:
- Symphony Orchestras
- Choruses
- Music Director of Opera Company
- Music Director for Ballet Company
- Music Director in Radio/TV
- Dance Orchestra

Church Music Careers:
- Director of Music
- Organist

Music Education Careers:
- Elementary Music Specialist
- General Music--Jr. High
- Instrumental Specialist
- School Band Director
- Choral Specialist
- College or University Music Professor
- Applied Music--College or University
- Music Education Professor
- Band, Chorus, or Orchestra Instructor

Private Teaching Careers

Careers in Performance:
- Accompanist
- Symphony Player
- Popular Music Performer
- Show Business Performer

Commercial Music:
- Performer
- Composer-Arranger
- Music for Films

Music Related Fields:
- Concert Manager
- Symphony Manager
- Music Critic
- Record Industry
- Instrument Repair
- Piano Tuner--Technician
- Music Librarian
- Radio or Television Music Commentator
- Music Therapist

Business Opportunities:
- Retail Music Store
- Music Sales
- Music Publishing
- Music Instrument Manufacturer
- Music Wholesale

CAREER INFORMATION WORKSHEET

1. Using the list of Careers Related to Music select a music career which you would like to learn more about. Name this job.

_____

_____

2. List as many jobs related to this occupation as you can.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

3. What personal qualifications should you have in order to be successful in this career?

_____

_____

_____

_____

4. What training is required in order to qualify for this job?

_____

_____

_____

_____

5. Briefly describe the working condition of this career, i.e., working hours, location where work is performed, people you would work and be associated with, etc.

_____

_____

_____

_____

6. Describe, in a few sentences, what you would do during an average working day in this job.

7. What do you think the opportunities for advancement would be in this career?

8. What salary or income can you expect to be making in this career (beginning, five years, ten years, twenty years).

9. In what ways do you think this career is important to society?

10. List several things you think you would like about this career.

11. List what you would dislike about this career.

YOUR CHOICE:

4. A RECORD JACKET

The manufacture and sale of records is big business in America, and a very high percentage of record sales goes to junior high students. Record jackets or covers, tell us about what's inside, about the artist and the selections performed. Look at a variety of record jackets, then create a record jacket for the artist and selection(s) of your choice. This does not have to be an existing record. Include a graphic design for the front cover. (You may use photographs or magazine illustrations in creating your design.) On the back cover, write some biographical information about the artist or artists and about the composers of the selections included. List the selections you choose to include, and write a little bit about each one.

5. MAKING OR REPAIRING MUSICAL INSTRUMENTS

There are manufacturing careers involved in music, too. Building fine instruments involves careful craftsmanship and the use of expensive materials. With expert care and maintenance, a fine instrument may last hundreds of years. Study the manufacture and repair of instruments.

Some people build instruments as a hobby or business. Invite an instrument-builder to share his/her experiences with your class, or visit his/her workshop to learn more about the craft, and report to your class.

OR

Build a simple musical instrument yourself. Bring it to class, demonstrate it, explain how it works.

6. "OUR OWN GROUP"

Do you know any junior or senior high school students who are paid for work as musicians? With your teacher's agreement, invite a student or a group to visit your class.

OR

Talk to a student who earns money as a musician, and ask him/her some of these questions:

1. How long have you been working as a musician?
2. How long have you been playing this instrument, singing, etc.?
3. How much money do you earn in your work?
4. What is the effect of labor laws and unions on your employment?
5. How long do you think you will continue in this work?

7. MUSIC--WHERE IT'S HAPPENING

With your teacher's help, arrange a class field trip to a live concert or other musical event OR invite a professional musician to visit your class. Ask, if you can, about the life style of the musicians. Why did they choose to become professional musicians?

8. MUSIC THERAPY

Music can have a strong emotional effect on people. An interesting application of musical ability to a work-with-people situation is the field of music therapy. Try an experiment with members of a small group or your class:

a. Choose three musical selections. Each one should be selected to create a specific mood or emotion in your listeners.

b. Play the selections for your audience. Each listener should write about the feelings and responses that he or she has while listening, or draw a picture which represents those feelings.

c. Collect the reactions. Did your musical selections create the mood you thought they would?

d. Share the results of your experiment with other members of your class.

9. POST TEST

Take the written post test to find out how much you have learned about Careers Related to Music.

CAREERS IN MUSIC

Pretest and Post Test

(To be used as both a pretest and a post test to measure growth.)

1. Where in the United States are most of the jobs for professional musicians located?

2. Which are more numerous, music performers or music teachers?

3. Name three kinds of jobs available to music performers.

4. When music teachers don't teach in schools, under what conditions do they teach?

5. United States composers of classical music often earn their livings as conductors, teachers, or arrangers--not as composers. True or false?

6. Name ten different careers in music.

7. Where in the United States are there jobs for music teachers?

8. Why are determination and perseverance important qualities for a professional musician to have?

9. How do many conservatories and schools of music decide which applicants will be accepted?

10. Where are there more opera companies, in Europe or the United States?

11. How is music important in your life today?

ANSWERS TO PRE-TEST/POST TEST

1. In the major cities, such as New York, Chicago, Los Angeles, Nashville, and Miami.

2. Music teachers.

3. Instrumentalists, singers, conductors, composers, and arrangers.

4. As independent teachers with a private studio.

5. True. The market for new composition in this field is very depressed.

6. Composer, singer, musical conductor, arranger, music store salesman, piano tuner, choir master, dancer, accompanist, and instrumentalist.

7. All over the country--wherever there are schools.

8. Because success requires training and hard work, and there are many disappointments and setbacks along the way.

9. On the basis of auditions.

10. In Europe.